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ABSTRACT

Educational objectives and brief course descriptions for the social studies program, grades K-8, Montgomery County Public School, Rockville Maryland, are presented. The document is organized into two sections. Section one outlines the K-6 Social Studies Design approved by the Council on Instruction in April, 1977. The design should be implemented in grades K-5 by the 1980-81 school year. It identifies themes, organizing concepts, organizing questions, instructional objectives, and suggested topics of study by grade level. Themes focus on self and others in the community, state, and nation. Schools meeting established requirements may use "Man: A Course of Study" or "People and Technology" in Grade 6. Section two describes existing social studies programs and outlines learning objectives by grade level. Themes in grades K-6 focus on family and school, immediate and world communities. American history and geography, and past cultures. In grade 7 students study world geography and the southern hemisphere and in grade 8, world geography and the northern hemisphere. A brief bibliography of instructional guides and materials is included. (KC)

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PROGRAM OF STUDIES

SOCIAL STUDIES, K-8

SO 012 898

Department of Instructional Planning and Development
Montgomery County Public Schools
Rockville, Maryland

Spring 1979

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Rockville, Maryland

The Goals of Education

Adopted by the Board of Education — February 12, 1973

The goals of education for the Montgomery County Public Schools are set forth in this statement of public policy to guide the school system in developing, implementing, and improving educational programs for its students. This statement outlines those goals considered by the citizens of the county as most important for the education of their children in public schools and for which the citizens will hold the school system responsible and accountable.

The school system has the primary responsibility for some of these goals. For others, it shares that responsibility with the home and other community institutions.

The extent to which these goals can be realized will depend upon the endorsement by and continuing commitment of the school system staff, students, parents, and the community. With broad endorsement and wide support, the Montgomery County Public Schools will continue its development to serve its students and community in the most effective way possible.

Education is a process that encompasses the total experiences of each individual throughout a lifetime of formal and informal learning. The school program, as a keystone in this process, should provide opportunities and encouragement for students to acquire knowledge, to explore ideas, to ask questions, and to seek answers that will lead to sound and useful conclusions.

The probability of success motivates students to learn. Each school must create a program and maintain a climate in which every student has opportunities for success. Each individual is unique, and the school shall encourage that uniqueness. The school should help the student understand his [/her] values and the values of others.

The school program, while developing the skills of learning, should be based on the study of broad human concerns, flexible enough to deal with changing concerns and at the same time related to the needs, interests, and concerns of each student. The program should offer opportunities for decision-making. It should help the student develop the capacity to learn throughout his [/her] lifetime, to respond to and understand other human beings, and to accept full responsibility for the results of his [/her] actions.

Therefore, the Montgomery County Public Schools dedicates itself to provide the opportunity, encouragement, and guidance to make it possible for every child to attain the following goals of education:

ACADEMIC SKILLS

The fundamental responsibility of the school is to develop programs that enable each child to acquire those skills basic to all learning. The achievement of all other goals depends upon the success of the school in ensuring that each student, according to his [/her] own abilities, attain the following basic skills:

- **Reading:** The ability to read and comprehend written material and relate it to other knowledge
- **Composition:** The ability to write with precision, clarity, and acceptable usage, whether to inform, inspire, or persuade
- **Listening and Speaking:** The ability to listen attentively and with understanding and to speak with confidence and effectiveness, whether from written material or extemporaneously
- **Mathematics:** The ability to perform computations, to solve common problems of mathematics and logic, and to understand the structure of mathematics so it can be a useful tool in daily living
- **Study:** The development of basic study skills so that he [/she] may acquire knowledge efficiently
- **The Arts:** The development of some of the basic disciplines and skills in the performing and creative arts to be used throughout his [/her] life for communication, expression, and enjoyment
- **Observation:** The ability to identify and differentiate elements of the world around him [/her] as they are useful in personal, academic, and artistic pursuits

PHYSICAL DEVELOPMENT

Each person matures physically at a different rate and possesses differing capabilities. The school has the obligation to help each student:

- understand the biological functioning of his [/her] body
- make the best both of physical talents and limitations
- develop good health habits, skills, and interests to maintain his [/her] body in optimum condition throughout his [/her] lifetime

INTELLECTUAL DEVELOPMENT

In addition to acquiring academic skills, each individual should develop his [/her] intellectual capabilities to the fullest extent possible. Therefore, the school will encourage each pupil:

- to think creatively
- to reason logically
- to apply knowledge usefully
- to deal with abstract concepts
- to solve problems

THE INDIVIDUAL AND SOCIETY

Every person must learn to live in a society. The school must help each student develop an understanding of [people] and of how the individual depends upon others and they on him [/her]. This requires that each student gain:

- knowledge of himself [/herself] and the characteristics, needs, and desires he [/she] shares with others
- sensitivity to others and their ideas, and the ability to act responsibly in various situations
- the ability to function productively as a member of a group
- familiarity with the legal, moral, ethical, and cultural heritages of his [/her] and other societies
- knowledge of the various political systems and philosophies of the world

SCIENTIFIC UNDERSTANDING

[We] must exist in the natural world. The school must help each student understand nature's impact on [us] and [our] impact on nature. This requires that each student gain:

- knowledge of natural phenomena and their effect on [people]
- understanding of scientific advances and their part in modern technology
- understanding of the scientific method
- appreciation of the ways in which the application of scientific principles can improve the quality of life while preserving the natural order

AESTHETIC EXPRESSION

[We], to realize [our] full potential, must be able to sense and appreciate beauty in the world around [us], whether created by nature or by [people]. The school must help each student gain:

- knowledge of the nature of the creative performing arts
- experience with a wide variety of art forms
- a perspective for developing his [/her] own aesthetic criteria and tastes
- understanding of the contribution of the arts to human communication

CAREER DEVELOPMENT

Productive and satisfying work enriches [our lives]; and with increasing leisure time, many people will use various occupational skills for avocational purposes as well. The school must help each student gain:

- knowledge and appreciation of the wide variety and interrelationships of occupations in modern society
- opportunities to explore potential occupations in relation to personal aptitudes and interests, unrestricted by stereotypes of sex, race, or socio-economic level
- the knowledge, skills, and abilities that enable him [/her] to secure satisfying employment, embark upon further training and education in a chosen career field, and adapt occupational talents to changing job demands and opportunities

COMMITMENTS

The Board of Education and the staff of the Montgomery County Public Schools must create and maintain an educational environment that promotes the attainment of these goals by all students. Toward this end, therefore, the public schools make the following commitments to the citizens of Montgomery County:

- *To attract and retain the most qualified and best trained staff possible through dynamic programs of recruitment, supervision, and continuing in-service training and staff development opportunities*
- *To develop and implement a comprehensive and flexible instructional program to achieve the aforementioned goals and to provide the facilities, materials, and equipment needed to enhance the effectiveness of the program*
- *To evaluate the effectiveness of the instructional program continuously, and regularly report the findings to students, parents, staff, and the community*
- *To adopt new and different approaches when it is determined that they will contribute more effectively to the fulfillment of the goals*
- *To encourage a continuing dialogue with the entire community, making every effort to communicate needs and achievements, and to be responsive to the needs and aspirations of the school community*
- *To utilize facilities and staff, in cooperation with other agencies, in the development of preschool, community school, and adult education programs that will meet the continuing educational needs of all citizens*
- *To provide an accountability procedure for informing county citizens of the objectives and costs of their school system and of reporting periodically on the educational investments made with their tax dollars*

SOCIAL STUDIES, GRADES K-8

POINT OF VIEW

The Social Sciences — anthropology, economics, geography, history, political science, psychology, and sociology — are concerned with people and their relationships. The Montgomery County Public Schools social studies program consists of adaptations of knowledge from these disciplines for instruction at the elementary and secondary levels.

A basic purpose of the social studies program is to provide experiences which help the learner to develop the knowledge, understandings, skills, and attitudes necessary for effective citizenship in our democratic society. The program builds knowledge and understandings of the interrelationships between the physical and cultural environments in which people live. This background is basic to the interpretation of the cultures which have been developed through the ages.

By its very nature, however, the content of the social studies is subject to change and reinterpretation. Analyses and inquiries made by one scholar or a given group are not necessarily the same as those made by others. Discoveries and technological changes also require modifications of content. An effective program provides both an adequate selection of content and the skills necessary to help young people cope with the complexities of modern society.

For many years, United States history and geography, world geography, and some European and ancient history have been the standard social studies offerings in the Montgomery County Public Schools; and they continue to be the basic subject matter for the K-12 social studies program. During the past decade, however, students, teachers, scholars, and parents have increasingly demanded that in addition to history and geography more attention be devoted to the non-Western world, to the history and contributions of minority groups in the United States, and to the other social sciences. There has also been an insistent call for study of the major social problems and issues which confront our society and for more direct student participation in and observation of these problems. In response, new courses have been added at the secondary level. In addition, the program now includes examination, study, discussion, and analysis of the Student Rights and Responsibilities policy adopted March 21, 1977 by the Board of Education of Montgomery County.

GENERAL INFORMATION

A K-6 Social Studies Design was approved by the Council on Instruction in April 1977. This design should be fully implemented in Grades K-5 by the 1980-81 school year. The design appears on pages 2-12. Since the Grade 6 program as detailed in the design will change as a result of the development of the K-8 Social Studies Instructional System, schools may wish to continue their present Grade 6 program until the instructional system is implemented. Schools not yet implementing the K-6 Design should continue to adhere to the description of program detailed on pages 13-20. The Grade 7 and 8 program is described on pages 20-23.

Instructional guides and annotated bibliographies which support the K-8 social studies program are listed on page 24.

DESCRIPTION OF PROGRAM (K-6 SOCIAL STUDIES DESIGN)

Introduction

This social studies design identifies grade level themes, organizing concepts, organizing questions, instructional objectives, and suggested topics of study for each elementary grade level. Multi-ethnic studies, environmental concerns, career education, and current affairs are included at each grade level because of the need for a continuous program in these areas. Therefore, students are to meet the following objectives at each grade level:

- Identify the roles and contributions of men and women representing a variety of cultural, ethnic, and racial origins*
- Demonstrate actions which promote environmental quality
- Describe the life styles, work activities, and responsibilities of people who work in a variety of career areas
- Identify people, places, and situations of current public interest and concern which relate to or illustrate an application of grade level themes and concepts
- Observe traditions, customs, and holidays which preserve and perpetuate the American national heritage

Description of Terms

Theme: A *theme* identifies the overall topic of study for the school year. The themes for each grade level are:

K — About and Around Me
1 — People
2 — Communities
3 — People in Communities Around the World
4 — Maryland
5 — Our Nation's Story
6 — Culture, Technology, and Change

Organizing Concepts: The key concepts of the social sciences provide the organization and structure of this social studies design. *Concepts* are categories associated with social sciences which provide ways for students to organize data and perceive relationships among the overwhelming complexity and diversity of the world and its people. These selected concepts reflect the interdisciplinary nature of the social studies.

Organizing Questions: *Questions* focus learning experiences and provide direction for research and study. Students are encouraged to discover relationships and formulate their own generalizations and conclusions, developing data-gathering, data-organizing, and data-using skills.

**Learning More About Black Americans* is to be incorporated into both the Grade Four theme, *Maryland*, and the Grade Five theme, *Our Nation's Story*. Information about Benjamin Banneker, Harriet Tubman, Frederick Douglass, Matthew Henson, and other Black Marylanders should be taught within the context of the Maryland studies in Grade 4, while information on other Black Americans should become a part of United States history studies in Grade 5.

Instructional Objectives: *Instructional objectives* are general statements of what the student should attain. They represent purposes of instruction appropriate for all students at a given grade level. Instructional objectives outline content to be developed and require of the student the use of a variety of cognitive thinking skills at each level; e.g., knowing, comprehending, applying, analyzing, synthesizing, and evaluating.

Suggested Topics for Study: *Topics* suggest a way to organize objectives, teaching strategies, learning experiences, and instructional materials which will facilitate the acquisition of knowledge, attitudes, and skills by students.

Optional Programs

Schools which have met the established requirements for teaching *Man: A Course Study* or *People and Technology* (Units I and II) may choose one of those year-long programs as an optional way to develop the Grade 6 theme *Culture, Technology, and Change*. Each of these optional programs appropriately supports the Grade 6 theme and objectives. Neither of these programs is to be used at any other grade level.

The established requirements which a school must meet in order to offer *Man: A Course of Study* are (as approved by Council on Instruction on May 27, 1970):

1. The principal must be able to identify sufficient available funds to purchase the *Man: A Course of Study* materials.

2. The teachers and administrators must make a commitment to the in-service training which is an integral facet of the total program design. (Currently, this in-service training is available through the three-hour MCPS in-service course SS:04 *Man: A Course of Study*.)

3. The teachers and administrator must present a plan to the area director for instruction and the coordinator of elementary social studies for a continuing and intensive community involvement program. This plan must include opportunities for parents to review the *Man: A Course of Study* materials. (PTA programs, principal-parent/guardian discussion groups, and classroom observation-parent/guardian participation are several other means by which there will be effective communication between home and school.)

4. The teachers and administrator must provide a plan to the area director for instruction and coordinator of elementary social studies for evaluating the program and for sharing or making available the findings to interested persons.

The established requirements which a school must meet in order to offer *People and Technology*, Units I and II are (as approved by the Council on Instruction on July 23, 1975):

1. The principal must be able to identify sufficient available funds to purchase the materials.

2. Participating teachers must complete in-service training for *People and Technology*. This in-service training is available from or can be arranged through the area elementary social studies teacher specialists.

3. The teachers and administrator must present a plan to the area director for instruction and the coordinator of elementary social studies for parent/guardian involvement.

Skills

Enabling students to develop and use social studies skills is one of the major purposes of this elementary program.

Problem-Solving Skills

Problem-solving skills will be developed at all grade levels. Each student should be able to:

- recognize and define problems
- review known information
- hypothesize solutions
- locate, gather, and organize information
- interpret and evaluate information
- summarize and draw conclusions
- redefine problems in new terms

Media, Research, and Communication Skills*

Upon completion of Grade 6, each student should be able to locate resources within libraries; find information within selected resources; and communicate and present ideas in both audio and visual formats — to the extent indicated in the *MCPS Instructional Objectives for Information Retrieval and Media Production, 1978.*

Map and Globe Reading Skills

Upon completion of Grade 6, the student should be able to:

- develop ability to locate self in the immediate environment
- understand, interpret, and use symbols to identify objects
- develop concepts of spatial relationships
- locate land and water masses on a readiness globe and readiness map
- develop ability to understand, interpret, and use symbols to identify objects on a readiness globe and readiness map
- develop some understanding of size and scale
- locate own neighborhood and community
- interpret and use symbols to identify places and objects
- orient map and identify cardinal directions
- locate continents and selected countries around the world
- use scale to compute distances
- interpret map symbols and illustrate what they represent
- draw inferences from one or more maps
- locate communities in our state, county, and metropolitan area
- draw inferences from one or more special purpose maps on the basis of data obtained from them
- select appropriate maps to obtain desired information
- recognize map symbols and analyze information represented on a variety of maps
- use maps as a resource to interpret historical data
- correlate scales of various maps
- synthesize data from various maps
- use longitude and latitude to locate specific places

Citizenship and Democratic Living Skills

Upon completion of Grade 6, the student should be able to:

- make choices from alternatives
- predict consequences of a choice
- make individual decisions, participate in those made by a group, and accept the outcomes
- recognize and respect individual rights
- recognize and respect rights of groups
- identify and accept the need for cooperative effort
- listen to, and respond to, and offer contributions to the group
- become aware of the meaning of *majority* and *minority* through decision making
- respect and appreciate cultural similarities and differences
  understand and accept the basic rights and responsibilities of a citizen
- display interest in the study of heritage
- appreciate the factors which have contributed to the American way of life

KINDERGARTEN

Theme: *About and Around Me*

Organizing Concepts:
Self
Role
Group
Responsibility
Rule
Custom
Change
Interdependence
Environment

Organizing Questions: Who am I? Where am I? What happens around me? What happens to me? What do I make happen?

Instructional Objectives: The student will:

. describe characteristics of himself/herself as an individual

. describe roles of self in personal environment

. demonstrate practices which promote personal health and safety

. describe roles of people in personal environment

. identify customs and traditions observed by people of varied ethnic origins

. indicate ways in which the physical environment affects him/her

. identify rules which govern individuals and groups

. identify ways in which people change

. identify ways in which places change

. demonstrate responsibility for the protection and preservation of the physical environment

Suggested Topics for Study:
About Me
About Families
About School

GRADE ONE

Theme: *People*

Organizing Concepts:
Family
Group
Need/Want
Role
Rule
Place
Time
Custom
Responsibility
Producer/Consumer
Interdependence
Environment
Communication

Organizing Questions:
What do people need?
How do people meet their needs?
What is a family?
How are families alike and different?
What is a group?
Why are people members of a group?
What makes a family different from other groups?
How are groups alike and different?

Instructional Objectives:
The student will:

- identify basic human needs
- compare characteristics of families and other groups
- compare ways by which people adapt to their physical environment
- describe ways by which people can make a healthful and safe environment
- describe ways by which people utilize resources to meet their needs
- identify rules and laws which govern people in families and groups
- indicate ways in which people are both producers and consumers
- describe customs and traditions observed by people of varied ethnic origins
- indicate ways by which people change their natural environment
- indicate ways in which families and groups change

Suggested Topics for Study:
People in Families
Belonging to Other Groups
People as Producers and Consumers
People in Other Times and Places

GRADE TWO

Theme: *Communities*

Organizing Concepts:
Community
Ethnicity
Education
Recreation
Transportation
Communication
Goods/Services
Producer/Consumer
Specialization
Interdependence
Government
Environment

Organizing Questions:
What is a community?
What is the location and physical environment of selected communities?
How do communities depend upon each other?
How are communities similar and different?

Instructional Objectives:
The student will:

- describe ways to which people in communities trade to obtain goods and services
- compare ways by which people in communities work to produce goods and services
- indicate how rules and laws regulate community life
- describe how people in communities can work to make a healthful and safe environment
- compare ways of living in rural, suburban, and urban communities
- identify ways that people in communities can preserve and protect their natural environment
- indicate how transportation and communication facilitate the interaction of people
- describe ways by which people in communities perpetuate their ethnic heritage
- indicate how communities change

Suggested Topics for Study:
Local School Community
A Rural Community
A Specialized Community
An Urban Community
A Suburban Community

GRADE THREE

Theme: *People in Communities Around the World*

Organizing Concepts:
Location
Environment
Need
Culture/Ethnicity
Communication
Change
Goods/Services
Interdependence

Organizing Questions:
What is the location and physical environment of selected communities?
What are the needs and wants of people living in selected communities?
How are the needs and wants of people in selected communities alike and different?
How do people in selected communities depend on people in other communities?
What are the customs of people in selected communities?
Why do customs change?

Instructional Objectives:
The student will:

- identify components of selected communities
- recognize similarities and differences in selected communities
- describe the interaction of people with their physical environment in selected communities
- describe how transportation and communication facilitate the interdependence of people around the world
- compare characteristics of family units around the world
- identify ways by which people around the world perpetuate their cultural heritage
- compare ways by which people around the world satisfy their needs and wants
- identify ways in which at least one world community has adapted ideas, techniques, and inventions from other communities

Suggested Topics for Study:
An African Community
An Asian Community
A European Community
A Latin American Community
A North American Community

GRADE FOUR

Theme: *Maryland*

Organizing Concepts:
Natural Environment
Environmental Quality
Recreation
Cultural Heritage
Goods/Services
Change/Continuity

Organizing Questions:
How do people in Maryland meet their needs?
How does the natural environment influence the way people live in Maryland?
How do people with different cultural and ethnic heritages contribute to life in Maryland?
How do people in Maryland change their natural environment?
How are people in Maryland interdependent with each other and with people in other areas?
How is Maryland similar to and different from other areas in the United States?
What will Maryland be like in the future?

Instructional Objectives:
The student will:

- describe the interrelationships between people and their local community, their county, and the state of Maryland
- describe circumstances which have affected settlement patterns within Maryland
- describe how people in Maryland utilize resources to satisfy their needs and wants
- demonstrate how people in Maryland can protect the environmental quality of the state
- describe how men and women of different cultural and ethnic heritages have contributed to ways of life in Maryland
- show how transportation and communication systems facilitate the interdependence of Marylanders with each other and with people elsewhere
- indicate how people in Maryland perpetuate their cultural heritage
- compare ways of living in Maryland with ways of living in other areas of the United States
- describe how Maryland is changing

Suggested Topics for Study:
Local Community/Montgomery County/Washington
Metropolitan Community
Maryland Today
Maryland to 1850

GRADE FIVE

Theme: *Our Nation's Story*

Organizing Concept:
Place
Environment
Migration
Immigration
Culture
Ethnicity
Heritage
Chronology
Independence
Interdependence
Human Rights
Government
Nation
Change/Continuity

Organizing Questions:
Why do people investigate the past?
Why do people settle in different places?
How has the natural environment influenced the development of the United States?
What kinds of problems were encountered by people in the development of the United States?
How did people attempt to solve these problems?

Instructional Objectives:
The student will:

- describe circumstances which have affected settlement patterns within the United States
- indicate ways by which people today investigate the past
- compare ways in which people over time have adapted to physical environments in the United States
- describe ways in which Americans perpetuate their cultural or ethnic heritage
- identify ways in which people and events of the past influence the way we live today
- describe the contributions of various ethnic groups in the United States
- identify a variety of ways people in the United States have utilized resources for goods and services
- indicate examples of aesthetic expression which reflect American culture or experience
- trace the struggle for human rights in the United States

Suggested Topics for Study:
Discovery and Exploration
Colonial Life
A Nation on the Move

GRADE SIX

Theme: *Culture, Technology, and Change*

Organizing Concepts:
Environment
Environmental Quality
Technology
Culture
Industrialization
Specialization
Energy
Interdependence
Urbanization
Ideology
Continuity/Change
Future

Organizing Questions:
What is culture?
What is technology?
What is the relationship between culture and technology?
How do people, the natural environment, and technology interrelate?
What are the advantages and disadvantages of technological development?
How may culture and technology change in the near and distant future?

Instructional Objectives:
The student will:

- describe the characteristics of a cultural group
- describe the characteristics of technological change
- describe the relationships between cultural characteristics (e.g., ways of believing, thinking, and acting) and the technological change of selected cultures
- describe how technological change has made possible the increased production of goods and services for human use
- indicate how technological change has made the people of the world more interdependent
- explain the relationship between technological change and urbanization
- indicate ways in which cultural groups retain traditional ways of believing, thinking, and acting while at the same time adapting to technological change
- explain why technological change occurs more rapidly today than in the past
- compare the impact of technological change on people of various cultural groups
- show relationships between technological, economic, and social change
- hypothesize about ways by which people can use technology to resolve dilemmas facing them today

Suggested Topics for Study:
Early Technology
Industrial Revolution
An Industrialized Culture of Today
A Non-Industrialized Culture of Today

DESCRIPTION OF PROGRAM (K-8 REGULAR EXISTING SOCIAL STUDIES PROGRAM)

Social studies in Grades K-6 is organized around the following major themes:

Family and School ..... Early Childhood (K-2)
Immediate Community ..... Early Childhood (K-2)

Selected World Communities ..... Intermediate Level (Grades 3 and 4)
American History: People and Movements ..... Intermediate Level (Grades 3 and 4)

American Geography: Patterns of Living in the United States Today. Upper Level (Grades 5 and 6)
Cultures of the Past ..... Upper Level (Grades 5 and 6)

The social studies elementary program has been designed in three levels (see above) to accommodate schools with traditional organization patterns as well as schools that are nongraded, continuous progress, and/or team teaching. Although the *order* and *depth* of theme treatment will vary from school to school, each school is expected to deal substantively with all of the major themes and with all of the objectives during each of the three levels. These are the minimum requirements for all elementary schools. Schools are encouraged to supplement this base by selecting additional units and materials of instruction from the list of approved materials and/or by creating their own units.

The descriptions of the three elementary levels fall into two categories, as seen below.

First, there is a brief overview of major themes, emphases, and concepts within each instructional level. Second, there is a series of student outcomes, divided into three sections: a) those outcomes relating to knowledge about the content and concepts of the social studies; b) those relating to skills of the social studies; and c) those relating to the applications of social studies to citizenship and democratic living.

In Grades 7-8, the social studies program enables students to gain knowledge of and appreciation for the geographic and cultural forces which have influenced the development of the world and of the United States and its institutions. Students also study the principles and achievements of other areas of the world.

Grades K-2

Many of the basic concepts and skills underlying the entire social studies program can be introduced in simple terms and through simple activities at the early childhood level. For example, young children can begin to understand how place and time affect their lives and those of their family and community. They can be introduced to the need for rules, responsibilities, and privileges as people live and work in groups. They can look at basic human, social, and economic needs and begin to understand elements of the natural and the created environment. They begin to acquire such skills as mapping, collecting data, and relating the information they have gathered to their daily lives and to relatively simple problems.

While the social studies offerings during the early childhood period will differ from school to school in depth of treatment and in sequencing of basic themes, all elementary schools will address equal attention to the themes described below.

The theme Home and Family includes illustrative units which introduce children to the school and its workers, seasonal changes, holidays, transportation, the circus, and farms. Emphasis is placed on developing these or other appropriate illustrative units to meet the interests, needs, and abilities of the children.

The intent of the Family and School theme is to extend the childrens' knowledge, understanding, and appreciation of the role and function of the family and school. Specific illustrative units to guide and support instruction deal with patterns within the school, family history, weather and climate, and various kinds of homes.

An in-depth study of the Immediate Community introduces children to basic human needs and activities common to all groups and communities; various patterns of living; complex patterns of interaction and interdependence; and the impact of the physical and social environment on community life and activities. Illustrative units deal with community organization; community growth; methods of communication and transportation available in the community; the community supermarket; and the celebration of holidays in the community.

Content and Concepts

By the end of Grade 2, the child should be able to:

- observe and identify the effects on his/her life of some elements of the physical environment such as the weather
- relate the influence on the local community of some elements of the environment such as topography and climate
- identify and describe in simple terms the basic socio-economic human needs such as food, clothing, shelter, transportation, and communication
- identify uses of money and marketing techniques
- relate basic socio-economic needs to the activities and functions of different people and organizations within the local community
- recognize that patterns of living differ among people
- identify ways in which people of varying cultural backgrounds have contributed to the development of the community
- recognize some of the varying roles of different individuals within the family, the school, and the immediate neighborhood
- recognize and describe in simple terms the leaders or events honored in major national holidays such as Independence Day and Thanksgiving
- participate in national celebrations
- identify some customs and celebrations which are very old and belong to other cultures and nations
- compare and contrast old and modern celebrations and those of this nation with a few celebrations from other cultures
- recognize some artifacts from the past, especially from his/her own family and/or neighborhood
- make intelligent guesses about future trends such as those in communication, technological developments, customs, and celebrations
- recognize the need for conservation of natural resources

Skills and Processes of Inquiry

By the end of Grade 2, the child should be able to:

- begin to build simple maps and to associate familiar places with their symbolic representations such as block representations of school and neighborhood, flat scale-drawings, house blueprints
- classify different types of familiar objects such as food, clothing
- collect unwritten sources of family and local history, and attempt simple reconstructions of the past
- observe and collect simple evidence of historical change in the family and local community
- identify everyday vocabulary associated with the passage of time
- identify some simple historical records

- conduct interviews using questions prepared in advance
- begin to recognize books, audiovisual material, expert consultants, and direct organization of social phenomena as sources of information
- apply knowledge of sources of information by using more than one means of acquiring information
- make simple plans for work periods
- accept responsibility for organizing social studies projects

Citizenship and Democratic Living

In addition, by the end of Grade 2, the child should be able to:

- follow directions for the common good in class, corridors, lunchroom, and playground
- identify and accept the need for cooperative effort in school
- participate in the development and execution of classroom and school standards
- identify school standards and simple community rules
- accept responsibility for his/her own actions within the school group
- show awareness of his/her rights and privileges within the group
- recognize that others have rights
- listen to the contributions of classmates
- respond to the contributions of others
- share and take turns with others
- become aware of the meaning of majority and minority through decision-making processes
- show awareness of the contributions he/she can make to the class and school group
- identify some immediate personal and group problem inherent in group living
- suggest possible solutions for group problems
- participate in group activity as a follower or a leader
- identify, care for, and label personal possessions
- identify and care for the property of others — individual, class, and school

Grades 3 and 4

The two major themes for the intermediate grades are Selected World Communities and American History: People and Movements. Emphasis during these two years is placed upon building mapping skills; gathering data from a variety of sources; preparing accurate descriptive reports; and applying skills in reading comprehension. All schools are expected to treat both themes, though not necessarily in the same order nor to the same depth.

Comparative studies of Selected World Communities can help students understand that all people have basic human, social, and economic needs which are met in a variety of ways. At the same time, students continue their exploration of the impact of the physical environment on the development of a particular society. A few communities studied in depth illustrate simple and complex patterns of living in different physical environments, in both the present and the past.

American History: People and Movements introduces students to the history of our nation. Extensive use is made of biographical materials to focus on the achievements and contributions of famous Americans and to develop the content which covers the period of our history from the discovery of the new world through the exploration and settlement of the continental United States.

Two units are mandated at the upper elementary level (Grades 4-6). A Study of Maryland to 1850 must be taught in *either* Grade 4 or Grade 5. Learning More About Black Americans *must* be taught in Grade 4 and/or 5. It may be taught as a separate unit of study or be integrated into the studies of Maryland and United States history. If the latter aproach is followed, it is suggested that information about Benjamin

Banneker, Harriet Tubman, Frederick Douglass, Matthew Henson, and other Black Marylanders be taught within the context of Maryland studies while information on other Black Americans be taught within the context of United States history studies.

Content and Concepts

By the end of Grade 4, the student should be able to:

- identify some major elements in the physical environment which affect community life today and in the past
- relate the influence of physical environment to differences in food, shelter, and other aspects of community life in other cultures
- describe the influence of the physical environment on people and events in American history
- describe ways in which at least one world community has adapted ideas, techniques, and inventions from other communities
- compare our present-day social and economic practices and institutions with those of the American past
- identify American customs and traditions which have been derived from other nations and other times
- describe the life and contributions of some famous American leaders in the fields of government, geography, industry, economics, agriculture, education, religion, social welfare, and art
- identify the basic responsibilities of a citizen in a democracy
- identify problems that both majorities and minorities have had in this country
- identify the meaning of *rights and opportunities for all*
- recognize that the function of the family as a unit is important in all cultures although the function may differ from culture to culture
- contrast present-day composition of the family unit with that of families in America's past
- identify the natural resources of the community and offer reasons for the conservation of these resources
- locate on a map or globe the 50 United States; nations; continents; oceans; and selected major cities in the world
- demonstrate an elementary understanding of the law of supply and demand

Skills and Processes of Inquiry

By the end of Grade 4, the student should be able to:

- understand and use map symbols such as those indicating cardinal directions, land, water, cities, routes, and physical features
- interpret varieties of maps and globes such as outline, physical, political, and relief
- locate books, magazines, and audiovisual materials in classroom and school libraries
- use books, newspapers, and current magazines to locate information
- differentiate fact from fiction
- differentiate relevant from irrelevant information on given topics
- stay on task during daily and long-range assignments
- reenact cultural activities related to selected world communities and to the American past
- interpret pictures, simple graphs, and tables
- identify the central idea or problem in a situation
- read and listen to stories which help develop an understanding of people and culture
- understand that some resources are more accessible than others
- identify various cultural groups in the United States and the world

Citizenship and Democratic Living

In addition, by the end of Grade 4, the student should be able to:

- participate in small and large group activities
- participate in solving group problems
- initiate suggestions regarding leisure time in and out of school
- relate the need for formulation and enforcement of rules in the school environment and communities studied
- organize and utilize time well while working alone or in groups
- show consideration in using community, park, and playground facilities
- make choices about spending money
- save some money for a non-immediate purpose
- respect the views and feelings of others
- describe the use and misuse of material goods today and in the past

Grades 5 and 6

The central themes for the upper elementary levels (Grades 5 and 6) are Patterns of Living in the United States, the first systematic look at the geography of the United States; and Cultures of the Past, an introduction to the roots of western culture and civilization. Particular attention is paid to considering some of the traditional ways in which geographical and historical knowledge is gathered and organized and to introducing students to the concept of culture and cultural heritage.

Patterns of Living in the United States permits students to explore different regions of our country and learn that each area has distinct physical characteristics, all of which make important contributions to the growth of the nation. In addition, students study the impact of technological progress, industrialization, and urbanization upon our society, as well as the growing need for conservation of our limited resources.

Cultures of the Past offers selected units on ancient Egypt, the Graeco-Roman world, and Feudalism to help students develop concepts about the growth of civilization. The primary emphasis is upon people and ideas. A study of the development and transmission of ideas and inventions establishes links between the eastern and western worlds and involves the contributions of explorers, traders, philosophers, artists, and scientists. The purposes in studying cultures of the past are to build an awareness of our continuing struggle to gain and maintain freedom, to develop an appreciation of the contributions of the cultures of the past to our present culture, and to introduce students to various historical periods.

An optional program to be offered during either Grade 5 or Grade 6 is *Man: A Course of Study*, a multimedia course developed by eminent anthropologists, psychologists, and master teachers. Schools seeking to implement this program are expected to meet the following requirements specified by the Council on Instruction May 27, 1970:

1. The principal must be able to identify sufficient available funds to purchase the *Man: A Course of Study* materials.

2. The teachers and administrators must make a commitment to the in-service training which is an integral facet of the total program design. (Currently, this in-service training is available through the three-hour MCPS in-service course SS:04 *Man: A Course of Study.*)

3. The teachers and administrator must present a plan to the area director for instruction and the coordinator of elementary social studies for a continuing and intensive community involvement program. This plan must include opportunities for parents/guardians to review the *Man: A Course of Study* materials. (PTA programs, principal-parent/guardian discussion groups, and classroom observation-parent/guardian participation are several other means by which there will be effective communication between home and school.)

4. The teachers and administrator must provide a plan to the area director for instruction and coordinator of elementary social studies for evaluating the program and for sharing or making available the findings to interested persons.

When a school staff has indicated the desire to purchase materials for *Man: A Course of Study* and has met the criteria, final approval will be granted by the respective area director for instruction and coordinator of elementary social studies. School staffs planning to incorporate *Man: A Course of Study* into their program are urged to consult with area social studies teacher specialists concerning feasible alternative ways in which to organize social studies offerings.

People and Technology, a commercially developed multimedia social studies program designed for the middle grades, is presently approved for use at the sixth grade level. Within the two basic units of the program, students are offered opportunities to work directly with tools and other media. They investigate the uses of technology in their communities and examine a series of case studies that explore the interaction of technology and social systems in a variety of historical and cultural contexts. The primary focus of Unit I is a case study of the whaling industry of 19th century Nantucket, a highly developed craft technology that predates the industrial revolution. In Unit II, students consider the impact of large-scale irreversible intervention into the natural environment in the search for energy sources. The example studied is the damming of the Volta River in Ghana, Africa. In conjunction with the study, students look at the sources, uses, and abuses of energy in their own environments. The established requirements which a school must meet in order to offer *People and Technology*, Units I and II, are (as approved by the Council on Instruction on July 23, 1975):

1. The principal must be able to identify sufficient available funds to purchase the materials.

2. Participating teachers must complete in-service training for *People and Technology*. This in-service training is available from or can be arranged through the area elementary social studies teacher specialist.

3. The teachers and administrator must present a plan to the area director for instruction and the coordinator of elementary social studies for parent/guardian involvement.

Content and Concepts

By the end of Grade 6, the student should be able to:

- describe the major adaptations to the physical environment which have produced different patterns of living in the United States and the world
- analyze the reasons why particular customs are predominant in certain geographical areas of the United States and the world
- identify ways in which people of the United States and other parts of the world are influenced by their culture, and focus on the similarities and differences among them
- describe the pace and extent of cultural change in his/her own and at least one other culture
- compare and contrast cultural variations in the United States or selected world communities
- begin to trace the development of Western civilization from its beginnings
- identify a number of efforts that have been made to improve community living

- recognize that there are differences and similarities in today's life styles and those of the past
- describe some of the significant developments in the early history of Western Europe such as the Greek city state, the Roman Empire, and Feudalism
- define economics as the study of producing, exchanging, and using material goods
- define such economic terms as *producer, consumer, profit, loss,* and *inflation*
- describe the functions of marketing in the buying and selling of goods and services
- identify some individuals and groups responsible for making decisions in local and national government
- describe the local and national election process and the role of political parties
- enumerate the needs for local, state, and national conservation measures
- relate knowledge of the problems faced by past and present cultures to the need for conservation practices
- interpret the meaning of the common good
- define the responsibilities of a citizen in a democracy
- identify causes for conflict in establishing the rights of the majority and minority
- defend the proposition that rights and opportunities are for all Americans
- identify the problems involved in the struggle for equal rights and opportunities

Skills and Processes of Inquiry

By the end of Grade 6, the student should be able to:

- identify various types of maps and globes and explain their uses
- demonstrate an understanding of parallels and meridians
- convert latitude into miles and longitude into time
- locate worldwide spatial distribution of major natural resources
- place related events in chronological order
- classify simple geographic and historical facts
- identify and use reference materials and tools such as the dictionary, encyclopedia, index, glossary, appendix, preface, atlas, world almanac, and card catalog
- group related ideas; and begin to use such standard tools of thought as distinguishing the main point, placing events in a sequence, introducing a topic, and summarizing material in the organization of ideas in speech and writing
- identify major differences between the knowledge domains of some social sciences — particularly history, geography, economics, anthropology, and sociology
- clarify vague terminology
- in relatively uncomplicated situations, distinguish facts from opinions and reliable sources from unreliable ones
- recognize some logical errors and unstated assumptions
- begin to test plans for action with regard to their consequences and with respect to personal values
- read books or articles and view dramatic performances which increase understanding of people
- demonstrate understanding of the function of theory in proving explanations
- raise questions about social issues and topics

Citizenship and Democratic Living

In addition, by the end of Grade 6, the student should be able to:

- participate effectively and responsibly in groups
- accept the responsibilities of group membership
- relate individual rights to the rights of the majority and minority in class and school activity
- volunteer time and effort for participation in community activities

- use material goods, and care for school property in accordance with good conservation practices
- participate in team activities showing high regard for established rules
- participate in the development of class and school standards, and accept them in practice
- respect the views and feelings of others
- act for the common good
- act in a responsible manner with regard to personal diet and hygiene, safety rules, and general public health standards

World Geography — Southern Lands — Grade 7
2001 1 year

This course is the first of a two-year sequence in which human activities and habitations of the earth are studied within a geographic framework. Students in Grade 7 examine both natural and created patterns and seek the relationships between and among the patterns that are to be found in the southern lands of Africa, Latin America (South and Central America), Australia, New Zealand, and Antarctica. Development of skills that increase the students' understanding and use of maps, graphs, statistical data, and all types of visual media from multiple sources are emphasized throughout the course. Current events and contemporary problems are discussed constantly and placed in perspective to strengthen and enrich the student's understanding of human interaction in identifiable geographic patterns.

Study of the African continent provides students an opportunity to identify and explore the problems of "emerging nations." Deterrents to early exploration and development of Africa are identified through the use of maps and original accounts as well as textual materials. Patterns of climate and their almost mirror reversal are developed in this section, and the transitional character rather than sharp zonation of these and other natural patterns is stressed. The student identifies patterns of population density in Africa and discovers trends that are associated with patterns of usable land and waterways as well as with conflicts in political ideologies. Students investigate the importance of tribalism; problems associated with colonialism; cultural differences; and the influence of differing stages of technology on the utilization of resources. Study of these topics reveals the impact of divergent social and political philosophies upon human use of the basically tropical environment of Africa.

In their study of Latin America, students contrast population density and distribution patterns of Latin America with those of Africa. This study reveals a clustering of people around well-defined nuclei located in restricted coastal and upland areas. The greater latitudinal extent of Latin America provides the opportunity to expand the students' concept of the interrelationship between global physical and cultural patterns. In deducing the causes for economic underdevelopment, students also recognize the relationships between cultural backgrounds, systems of landholdings, and social structures. Students appraise the differences in the origin and present status and distribution of racial groups in Latin American and African nations.

The study of Australia and New Zealand gives students an opportunity to apply and extend geographic patterns into the remaining lands in the southern hemisphere. Students examine the relationship of settlement patterns to modern technology to understand how technology makes possible the development of an isolated continent into a nation of importance in the modern world. Students discover that settlement patterns and the possibilities for future settlement under harsh environmental conditions are also influenced by the stage of technology of the people who currently control the area. The study of Antarctica completes the development of geographic patterns from equatorial to polar lands. It, too, dramatizes the importance of technology and international cooperation in a region where no permanent human settlement has yet occurred.

Upon completion of Grade 7, the student should be able to:

- demonstrate a knowledge of geographic concepts related to tropical conditions on two continents
- demonstrate a similar knowledge of subtropical, continental, and polar conditions
- identify factors influencing the exploration and development of a region or nation
- compare natural environmental features and cultural elements that influence the development of a nation
- describe tribalism, colonialism, nationalism, and apartheid and analyze the influence of each and combinations of these on the development of a nation or continent
- observe and analyze how cultural groups develop different as well as similar economic and ethnic patterns in similar climatic regions both north and south of the equator
- identify areas of concentration of population and recognize relationships between natural characteristics and these population patterns
- analyze the impact of foreign influence on the development of life styles and institutions in a given region or nation
- demonstrate how the stage of technology in the culture of a people influences the definition and utilization of natural resources in a given area
- summarize how people use maps, globes, and charts to show patterns of cultural development in relationship to both cultural and physical elements in an environment
- identify how earth-sun relationships are reflected either directly or indirectly in human activities in southern lands
- develop reasons for the growing interdependence among nations of the world
- hypothesize about how different environmental, physical, and cultural patterns affect the development of a local culture and create similar as well as unique patterns of interaction

World Geography — Northern Lands — Grade 8
2002 1 year

This is the second of the two-year social studies sequence in which the world is studied within a geographic framework. Students in Grade 8 examine the spatial aspect of human habitation of the northern lands of Eurasia, the United States, and Canada. One of the major objectives of this course is to enable students to gain knowledge of and appreciation for the geographic foundations and cultural patterns associated with the development and interactions of people and institutions within the United States and throughout the world.

Students examine the North Polar region, comparing and contrasting it with the South Polar region, introduced in Grade 7. Contrasting the two polar regions strengthens the students' understanding of the impact of modern technology and highlights the land-water differences between the northern and southern polar regions. Models give the students an understanding of the harsh environment and unique animal adaptations near the poles. Comparative exercises illustrate how the Eskimos and the Lapps have met and overcome natures's challenge in the North Polar regions in contrast to the presently uninhabited South Polar region.

Students examine Eurasia and the Soviet Union to appreciate (1) how a nation can develop into a major world power despite natural limitations and cultural diversities; (2) how the size and shape of a political unit have great impact upon its national and international development; and (3) how agricultural nations develop problems in the modernization and industrialization processes. Students recognize the continental "oneness" of Eurasia (Europe and Asia as one continent) as they study the Union of Soviet Socialist Republics. They analyze the development of the Soviet Union, exploring the impact of great size, latitudinal location, and many natural limitations on agricultural as well as industrial development. Particular attention is given to the transformation of the Soviet Union from an agrarian to a modern industrial nation under Communism.

The People's Republic of China and the Republic of India are contrasted as examples of over-populated agricultural nations. Students examine the problems of population density influenced by conflicts of religious and political philosophies to gain a clearer understanding of physical-cultural relationships. Students are encouraged to hypothesize about the influence that rivers and river valleys have on the lives of people in those areas of the world. Film and television documentaries allow students to compare the communism of China and that of the Soviet Union in relation to the historical events and economic development in both nations. Communistic development of China's resources is also compared with that of the somewhat more capitalistic development of India's resources.

Southeast and Southwest Asia are approached in a comparative study of "crossroads" of cultures. The predominantly densely populated, wet, tropical islands and peninsulas of Southwest Asia are compared with the sparsely populated, dry countries of Southwest Asia. Identification of the strategic importance of resources allows students to deduce the reason for economic and political struggles over these areas by foreign nations. An understanding of the reasons for patterns of population is developed as they are related to usable land and waterways as well as to the economic and historical contributions of these areas to the western world.

Japan is studied as an example of an island empire adjusting to industrial revolution. Students examine the natural and cultural environments of the nation and become aware of the influence of industrialization on population patterns, natural resources, and the use of space. Through research, students develop an understanding of the effect of marine location on climate, fishing, trade, and manufacturing. Post-World War II political, economic, and social adjustments are also highlighted.

The study of Europe is organized around four concept themes. Theme 1 involves students in an examination of the relationship between physical features and cultural fragmentation. Fragmentation, as the organizational concept, is developed through a general overview of Europe's physical and cultural patterns.

Theme 2 focuses on industrialization as a concept and is taught through an investigation of the industrial revolution in Europe. The social effects of industrialization as well as the demands of an urbanized society are highlighted.

European attempts at cooperation is the focus of Theme 3. Students examine the more recent projects which European nations have undertaken to overcome the problems of fragmentation treated in the first theme.

Theme 4 focuses student attention on the question of how lifestyles differ in various parts of Europe. This theme, taught only if time permits, emphasizes comparisons of life in communist and non-communist nations, rural and urban areas, and democratic and totalitarian societies.

The United States and Canada provide a prime example of international similarities and cooperation: the United States and Canada share a wealth of natural resources, a common cultural heritage, and high standards of living. Traverses through three carefully selected zones are used as a means of highlighting the outstanding characteristics of, as well as transitions in, cultural and natural patterns along these zones. The first traverse, between 95° and 100° W, focuses on agricultural patterns as they are affected by the great latitudinal extent, continentality, and variations in climate from the Gulf of Mexico to the Arctic fringe. The second traverse, along 35° N, highlights the modern space industries, recreation, and urbanization in suptropical areas. The last traverse is a zone along the United States-Canadian boundary, which reflects the extension of economic activities and natural conditions across the international boundary. Students use maps, charts, and statistics to explore the economic development from the Pacific end of this area to the highly industrialized and crowded megalopoli bordering the Great Lakes, St. Lawrence Seaway, and the Atlantic Coast as far south as Norfolk. A comparison of Alaska and Hawaii illustrates the similarities and differences between the strategically important two non-contiguous states.

Students conclude this course by demonstrating their ability to apply geographic skills and concepts in analyzing the nature of current world affairs and problems such as water use and abuse; ecology and the use of the environment; world population problems; urban development; and the problems of youth in an urban world.

Upon completion of Grade 8, the student should be able to:

- apply the concept of continentality to Eurasia, the United States, and Canada
- identify the major cultural realms of Eurasia and explain how great distances, wide climatic variations, forests, deserts, and water bodies have contributed to the discrete development of these realms
- describe how Soviet governmental control of manufacturing and production is aimed at world leadership through emphasis on heavy industry rather than on consumer goods
- explain how the USSR, using a rich resource base and totalitatian control, has since 1917 rapidly transformed into a superpower an underdeveloped nation of vast distances, great climatic extremes, and diverse ethnic groups
- relate the impact of religions and traditions upon the economic development of a country or region
- trace the struggle of foreign influences for domination of important areas of the world economy
- explain how physical features and cultural differences have contributed to the fragmentation of Europe
- describe how Europeans have attempted to overcome this physical and cultural fragmentation
- describe the causes, characteristics, and results of industrialization in Europe
- distinguish the characteristics of life in different areas of Europe today (optional)
- recognize that social problems have been compounded by the concentration of population and industrial development within selected areas of the United States and Canada
- recognize the physical features which underlie the settlement and development patterns of geographic regions
- analyze factors such as uneven distribution and inaccessibility of resources, poor transportation, and restrictive cultural heritages which are characteristic of under-developed countries
- trace the development of cities in terms of location, resources, and a variety of problems related to urbanization
- identify the historical influences of early migrations and colonialism in many areas of the world
- list the characteristics of climates and describe how people make adjustments to them
- explain how education influences the economic development of a people or country
- explain how geographic and historical factors interact to influence the characteristics of a country or continent
- interpret the role of maritime, riverine, and continental patterns on the location, migrations, and economic development of the peoples of the world
- describe how manufacturing generally emerges from a combination of both cultural and natural factors
- analyze how similarities of continental and latitudinal influences create similar patterns in widely scattered regions of the world
- identify and explain the orderly arrangements of geographic patterns throughout the world
- estimate the possibilities of success or failure of various proposed solutions to major world problems based upon the concepts and generalizations developed during the two-year study of world geographic patterns

MCPS INSTRUCTIONAL GUIDES AND SUPPORT MATERIALS — GRADES K-8

(C indicates that the document may be obtained from the social studies coordinator; W indicates that the document may be obtained from MCPS Warehouse. E&S indicates that the document may be obtained from the MCPS Department of Instructional Resources, Division of Instructional Materials, Evaluation and Selection.)

Instructional Guides

Elementary Social Studies Curriculum: Illustrative Units for Primary Grades K-3, Vol. I, Revised 1971, Bulletin #175. (W)

Maryland Today, Grades 4-5, Fall 1978. (W)

A Metropolitan Study: Washington, D.C., Fall 1977. (W)

A Study of Maryland to 1850, Grades 4-5, Fall 1975. (W)

A Study of Montgomery County, Maryland, Grades 4-5, 1977. (W)

Learning More About Black Americans, Grades 4-5, Summer 1976. (C)

Elementary Social Studies Curriculum: Illustrative Units for Intermediate Grades 4-6, Vol II, Revised 1972, Bulletin #175. (W)

Materials Lists (These are in addition to bibliographies contained in instructional guides.)

Annotated Bibliography to Support K-6 Social Studies Design of the Montgomery County Public Schools, Spring 1977. (C)

Annotated Bibliography for K-6 Social Studies Design of the Montgomery County Public Schools, Supplement, October 1977. (C)

The Baker and Taylor Companies. *Elementary School Selection Guide*, 1977. (E&S)

"Being Black in America," Fall 1975. (E&S)

"Being Black in America," Winter 1976. (E&S)

"Elementary Textbook List," Winter 1977. (E&S)

"The First American," October 1976, revised 1979. (E&S)

"Maps and Globes," January 1972. (E&S)

"The Middle East," March 1977. (E&S)

"The New Americans: Koreans, Vietnamese, Loatians, and Thais," February 1977. (E&S)